DOCUMENT RESUME

ED 348 568 CE 061 824

TITLE	Skill Alternatives to Aggression. Facilitator's Skill Packets 30-38. Social Skills Training.
INSTITUTION	Model Classrooms, Bellevue, WA.
SPONS AGENCY	Job Corps (DOL), Washington, DC.
PUB DATE	90
CONTRACT	99-0-4714-35-041-01
NOTE	101p.; For related documents, see CE 061 819-825.
AVAILABLE FROM	Model Classrooms, 4095 173rd Place, S.E., Bellevue, WA 98008.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Aggression; Anger; *Conflict Resolution; Coping; Helping Relationship; *Interpersonal Competence; Persuasive Discourse; Self Concept; Self Control; Self Esteem; Sharing Behavior; Teaching Guides
IDENTIFIERS	Job Corps

ABSTRACT

These facilitator's skill packets contain nine individual packets on skill alternatives to aggression: (1) asking permission; (2) sharing something; (3) helping others; (4) negotiating; (5) using self-control; (6) standing up for one's rights; (7) responding to teasing; (8) avoiding trouble with others; and (9) keeping out of fights. Each packet contains the following sections: definition of skill alternatives to aggression; objective; resources needed; using this skill packet; presentation steps--activities, role playing, helpful hints, reminders on successful modeling and role playing; and a unit information sheet. There are seven presentation steps in each packet: (1) use an "attention-getting" activity; (2) introduce the skills; (3) describe the basic steps for the skills; (4) model the skills; (5) have students role play the skills; (6) discuss how to use the skills in everyday life; and (7) conclude the session. (NLA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED349568

SKILL ALTERNATIVES TO AGGRESSION

FACILITATOR'S SKILL PACKETS

30-38

SOCIAL SKILLS TRAINING

Job Corps

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CE061824

BEST COPY AVAILABLE

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skill Alternatives To Aggression

NUMBER 30

Asking Permission

"To live happily with other people one should ask of them only what they can give."

— Tristan Bernard

U.S. Department of Labor

Job Corps 30 Asking Permission
STAR SOCIAL SKILLS TRAINING

Skill Alternatives To Aggression

These skills teach how to recognize and deal with situations that might lead to trouble. This is especially important for adolescents who are testing the rules, exploring new behaviors, and expanding their range of choices.

Objective

This lesson will be accomplished when the students know when to ask permission from the correct person at an appropriate time when it is needed.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 30. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview the video tape: (video unavailable at this time.)

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

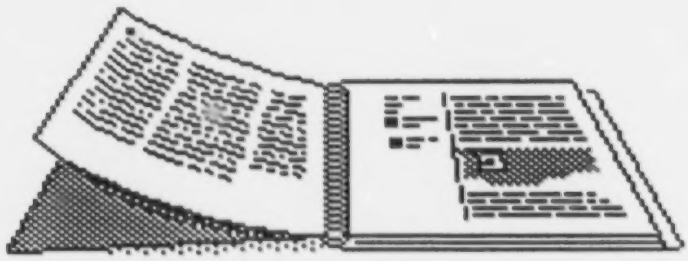
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



This booklet was prepared under U.S. Department of Labor contract #99-0-4714-35-041-01 to Model Classrooms, 4095 173rd Place, SE, Bellevue, WA 98008 1990
Reorder # 40630

Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

By asking permission, we show that we recognize and respect someone else's ownership, responsibility, or control over something.

The times when we need to ask for permission are times when someone *does* have ownership, has been given responsibility, or has control over what we want to do, borrow, or have.

If you fail to ask permission when you borrow something, it is like telling someone that you don't respect his or her ownership. (In fact, it may feel like you are stealing from them.) Not asking permission when someone is in control may appear as through you are challenging them. And not respecting someone's responsibility may appear as though you are putting them down.

Think about what it is that you want to do. If you need to ask permission, pick a good time and place to ask. Remember, asking permission shows respect for others.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. *(Video unavailable at this time.)*

ALTERNATE CHOICES

1. Exploring Feelings.

Have the students act out the following situations and when done have each express their feelings about what happened.

1) One student owns a basketball and another student takes it without asking.
2) One student has been told to be responsible for watching a basketball and another student who knows that takes it without asking.
3) One student is standing near a basketball and another student takes it without asking.

2. To Ask or Not to Ask.

Have the students think of times when someone didn't ask their persmission. Have them describe how it made them feel.

3. Create your own "Attention-Getting" activity.

_____

_____

_____

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** if you would like to do needs for you to ask permission.
2. **Decide** who you have to ask for permission.
3. **Decide** how to ask for permission.
4. **Pick** the right time and place.
5. **Ask** for permission.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You are in the recreation area and want to play a little basketball. The recreation staff member in the gym is talking to another student. A rack of basketballs is in his or her office.

2. You need a specific tool to finish your vocational project. The student next to you has one in his tool kit. He has gone over to get a drink of water.

In the Community

1. You are in a store trying to find a particular kind of item which you would recognize if you saw it. You find what you think may be it, but it is sealed up in a box and you can't tell if it's right or not.

2. You've been routinely taking a shortcut by cutting through the yard of an abandoned house. This time when you go to do it you notice that there is someone living in the house.

On the Job

1. You are working on a long project that your supervisor has given you. You are getting tired and bored; your concentration is starting to go. You want to go do something else for awhile and then come back to this, feeling you'll do a better job and it will go just as quickly if you take a break away from it.

2. Something unplanned has come up and you want to take tomorrow off.

In a Social Situation

1. Your friend has a piece of clothing you thing is great. Sometimes in the past he or she has let you borrow it. You'd like to wear it now. The clothing is there, but your friend isn't. You don't know if he or she intends to wear it today or not.

2. Your roommate's tape player is in her closet. You want to hear a new tape you got and your tape player is broken. She's out and probably won't even know if you use hers. You put on your tape and she returns unexpectedly.

Presentation Steps

6. Discuss How to Use the Skill in Everday Life:

Ask the students to think of other situations in their lives where they can use this skill Ask questions such as:

- How does it make you feel when someone doesn't ask your permission?
- What are some of the things you should ask your R.A. for permission to do? Why?
- Why is it better to ask permission to borrow something than it is to just go ahead and take it?
- If you don't know who something belongs to, and you want to use it, what could you do?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

30. Asking Permission

I know when I need to ask for permission and can decide who I should ask at the right time in an appropriate manner.

When you ask permission, you are showing that you recognize and respect someone's ownership, responsiblities, or control over something.

When you don't ask permission to borrow something from someone, it may feel like you are stealing something from them.

Not asking permission when someone is in charge may make them feel like you are challenging their authority. Not respecting someone's responsibility may feel to them like a put-down.

We all feel better when other people show respect for our property or position. Asking permission of others, when it is appropriate, shows respect for others.

By James Darwin
Keystone JCC

STEPS TO ASKING PERMISSION

1. **Decide** if what you would like to do needs for you to ask permission.
2. **Decide** who you have to ask for permission.
3. **Decide** how to ask for permission.
4. **Pick** the right time and place.
5. **Ask** for permission.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skill Alternatives To Aggression

NUMBER 31

Sharing Something

"Grief can take care of itself, but to get the full value of joy you must have somebody to divide it with."

— Mark Twain

Job Corps
31
Sharing Something
ST★R SOCIAL SKILLS TRAINING

Skill Alternatives To Aggression

These skills teach how to recognize and deal with situations that might lead to trouble. This is especially important for adolescents who are testing the rules, exploring new behaviors, and expanding their range of choices.

Objective

This lesson will be accomplished when the students share what they have with others in an appropriate way.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 31. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview the video tape: *(Video unavailable at this time.)*

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

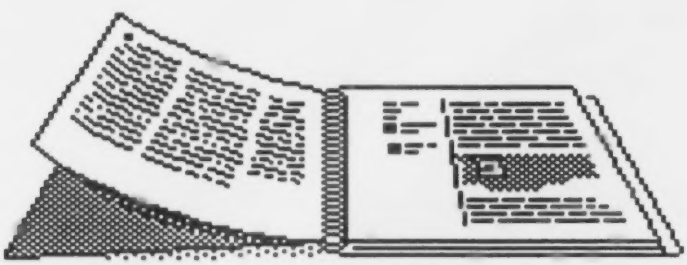
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



This booklet was prepared under U.S. Department of Labor contract #99-0-4714-35-041-01 to Model Classrooms, 4095 173rd Place, SE, Bellevue, WA 98008 1990
Reorder # 40631

Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

Sharing something is a way of communicating with others. Often when we think of sharing, we focus on possessions or objects that we have, such as when we share a candy bar with someone.

We can also share our thoughts, ideas and experiences with others. Think about a time when you received some good news. Were you able to tell someone else about it? It usually makes us feel good to be able to share a happy experience with someone else.

The same is often true for sad or angry feelings. If we are able to share those emotions with another person, we can work through the situation with support and comfort.

Whether we choose to share possessions, ideas or feelings, we should first consider how the other person might feel about sharing. If you decide that sharing your thoughts or possessions is a good idea, go ahead and offer to share in a friendly and direct way. Sharing something can make you and someone else feel good.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. *(Video is unavailable at this time.)*

ALTERNATE CHOICES

1. Sharing with the Group.

Before class enlist the help of a student. Tell him or her that you will give out to him or her a bag of small candy bars and tell the class he or she can share them with the others or not at his or her choice. Have the student decide NOT to share. Get the group's responses to this, then let them know you told the student not to share. At this point have the student share. Discuss reasons why someone might legitimately NOT want to share.

Materials needed: bag of small candy bars (or similar)

2. What We Share.

List on a blackboard or paper pad things we can share with others, as volunteers from the group name them. Be sure the list is wide-ranging, including things like hopes, ideas, dreams, opinions, common goals, finances, etc.

Materials needed: blackboard or paper pad, chalk or markers

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** if you might like to share some of what you have.
2. **Think** about how the other person might feel about your sharing.
3. **Offer** to share in a direct and friendly way.

---

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

---

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. In math class you are sitting beside someone you don't know. The lead in her pencil breaks. You have an extra pencil handy.

2. Someone from home just sent you a box of your favorite candy. Some of your dorm mates saw you get it. You don't really want to share it, but think they may think you're selfish if you don't.

In the Community

1. You are waiting at a bus stop for a friend to come by in his car and pick you up. It is raining and miserable out. While you wait you get into a conversation with another person waiting there for a bus. The other person seems very nice. He or she is going someplace not far from where you and your friend are going. He or she will have to wait in the rain for another 30 minutes for the bus. Your friend arrives.

2. You see that your neighbor is working on his car engine. You have some tools that might help.

On the Job

1. You are responsible for a group of workers doing a particular job. The job turns out very well. Everyone outside the project tells you what a great job you did. You realize you are getting all the credit and the workers under you are getting none.

2. Your supervisor is discussing a project with you and other staff members. You have an idea about how to accomplish the task. Others have already given ideas.

In a Social Situation

1. You know a friend needs money to do something. This friend is very proud. You've just gotten extra money unexpectedly and wouldn't mind sharing it with this friend.

2. Someone you really like just asked you out. You are excited and call a friend to tell her.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- What are some things you might choose not to share with someone else?
- If you offer to share something, and the person you tried to share with says "no," how would you feel?
- What are some things that you could share with a stranger? Greeting, smile, etc.
- Name some things that you could share besides an object or possession (for example: ideas, a joke, a laugh, etc.).

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

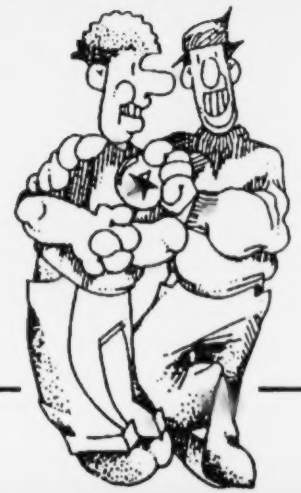
Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.



31. Sharing Something

I know how and when to share things with others.

STEPS TO SHARING SOMETHING

1. **Decide** if you might like to share some of what you have.
2. **Think** about how the other person might feel about your sharing.
3. **Offer** to share in a direct and friendly way.

Most people learn as children to share things with others. As we grow up, we learn that sharing can be enjoyable. **Not only do we learn to share possessions, but we learn to share ideas, thoughts, and experiences.**

Some things are more fun when we can share them, like a good time, good news, a laugh, or a smile. Other things, like hurt or sorrow, may be easier to bear when we are able to share them with others.

Think about how the other person may feel. Then, if it seems like the right thing to do, go ahead and **offer to share with them.**

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skill Alternatives To Aggression

NUMBER 32

Helping Others

"He that does good to another, does good also to himself, not only in the consequences, but in the very act, for the consequence of well-doing is, in itself, ample reward."

— Seneca

U.S. Department of Labor

Skill Alternatives To Aggression

These skills teach how to recognize and deal with situations that might lead to trouble. This is especially important for adolescents who are testing the rules, exploring new behaviors, and expanding their range of choices.

Objective

This lesson will be accomplished when the students assist others who need or want help in a respectful way.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 32. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #5 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

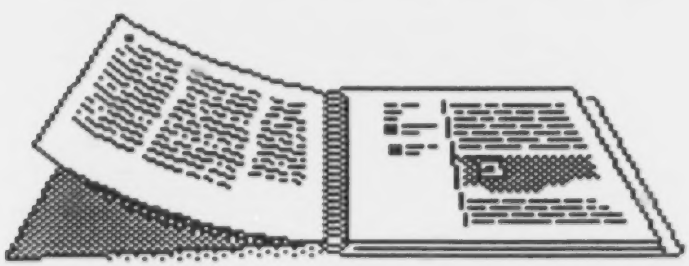
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



This booklet was prepared under U.S. Department of Labor contract #99-0-4714-35-041-01 to Model Classrooms, 4095 173rd Place, SE, Bellevue, WA 98008 1990
Reorder # 40632

Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

When we help someone else we do good not only for them, but for ourselves too. We feel better about ourselves because we realize that we have enough skill or ability or possessions that we can give some away.

Being able to help someone else doesn't just mean that we give assistance when someone asks for help. It's important to be alert so that we notice when someone could use a hand with some task.

If you're uncertain, ask if you could help. Not everyone will need or want your help. But most people will genuinely appreciate it.

Helping others can be as simple as holding a door open for someone. Helping others can be a way of "balancing the books" a bit. When we need help, we each hope someone will be there to offer it. Helping someone else makes you feel good about you!

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #5

This music video features a number of students who are unenthusiastically rehearsing the song "Lean On Me" for a Center assembly. The lead singer suggests that if they think about occasions in their own lives when they have helped others or been helped by others, they will be better able to express the lyrics in the song. We then see a short scenario involving each student in a situation when they are receiving or giving help.

ALTERNATE CHOICES

1. Lend a Hand.

As students assemble in the room, begin rearranging the chairs or furniture into a different configuration: circle, square or rows. See if the students ask if they may help or just pitch in. Discuss why they did or didn't decide to help.

2. Unsolicited Help.

Ask the students to name the best or most help they have received since coming to Job Corps without asking for it.

3. Create your own "Attention-Getting" activity.

_____

_____

_____

_____

_____

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** if another person might need or want your help.
2. **Think** of the ways you could be helpful.
3. **Ask** the other person if he or she needs or wants your help.
4. **Help** the other person.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You see a fellow student struggling to move some equipment around in setting up for an assembly.

2. You notice a new student who is having a hard time making his bed neatly.

In the Community

1. You and your group of friends like to go to a park in town. You notice that it's really getting run down and a lot of the bathrooms and playground equipment are inoperative. Your Job Corps Center has classes in painting, plumbing, carpentry, and other trades.

2. You are going into a store and you notice a woman with a baby stroller trying to open the door

On the Job

1. One of your co-workers complain s to you about how a sickness in his family has made him lose work and he is way behind on an important project.

2. Your co-worker has a rush project to get out today. You know she has a special date and she really doesn't want to stay late.

In a Social Situation

1. After the dance, you notice two people are cleaning up the refreshment table.

2. You are in line to use a vending machine which requires correct change. The person in front of you doesn't seem to have the right change. You have plenty of change.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- Name an instance where someone has helped you without you asking.
- How do you feel when someone offers to help you without you having to ask?
- What are some ways you could ask someone if they need or want your help?
- When you help someone else, how do you feel?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

32. Helping Others

I help, in a respectful way, others who need or want help.

STEPS TO HELPING OTHERS

1. **Decide** if another person might need or want your help.
2. **Think** of the ways you could be helpful.
3. **Ask** the other person if he or she needs or wants your help.
4. **Help** the other person.
5. ~~Choose to cooperate or to bear~~ the consquences if you don't.

Being willing and able to help others means that you have enough confidence in yourself that you can give of yourself.

When you help someone you make them and yourself feel good. It is important to be alert so that you notice when someone may need your help. Don't always wait to be asked to help, you can volunteer.

If you are willing to help others, chances are that someone will be there to help you when you need it, too!

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skill Alternatives To Aggression

NUMBER 33

Negotiating

"Let us never negotiate out of fear, but, let us never fear to negotiate."

— John F. Kennedy

U.S. Department of Labor

Skill Alternatives To Aggression

These skills teach how to recognize and deal with situations that might lead to trouble. This is especially important for adolescents who are testing the rules, exploring new behaviors, and expanding their range of choices.

Objective

This lesson will be accomplished when the students can discuss differences of opinion and reach an acceptable compromise.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 33. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview the video tape: (video unavailable at this time).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

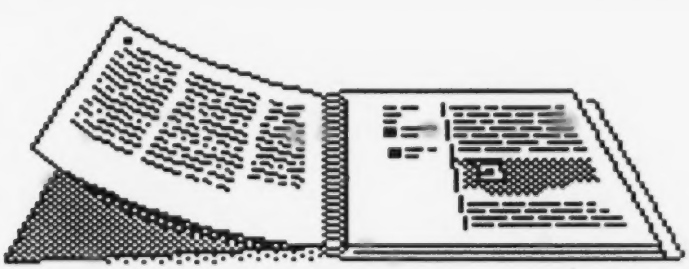
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



This booklet was prepared under U.S. Department of Labor contract #99-0-4714-35-041-01 to Model Classrooms, 4095 173rd Place, SE, Bellevue, WA 98008 1990
Reorder # 40633

Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

We often think of negotiating as something that is done by presidents or heads of state, or by large companies and unions. But everyone negotiates every day. Negotiating is seeking compromise. Compromising doesn't mean that we are weak. All it means is that we are willing to give in some to reach an agreeable solution.

When two organizations have a difference of opinion, they usually designate representatives to "negotiate" a solution. When they negotiate, each side presents its position, ***and*** listens to what the other side wants. It's important to listen openly to the other position, and to decide how a compromise could be reached.

You negotiate when your group of friends wants to choose an activity. Someone may want to see a movie, while another may want to go out for pizza, and someone else wants to go bowling. If you really want to do something together, you'll try to reach a compromise. You may agree to see a movie next week, and to stop for pizza after bowling. Or you may decide that each of you will do your own thing.

Learning to negotiate means learning to compromise. It will help you at Job Corps, in your work life, and in your personal life.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. *(Video unavailable at this time.)*

ALTERNATE CHOICES

1. Negotiating for Change.

Divide the group in half. Have each group select a leader. One group is assigned to represent Center staff. The other group represents students. Ask them to negotiate a change in the Center hair policy or dress code. They must come to conclusion in five minutes.

2. Controversial Issues.

Select a topic that is controversial on Center — for example, kind of music to be played at a dance, type of food to be served at a dinner, etc. Divide the students into two groups and have them negotiate a solution for five minutes.

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** if you and the other person are having a difference of opinion.
2. **Tell** what happened to make you feel that way.
3. **Ask** what you could call the feeling.
4. **Listen** openly to his or her answer.
5. **Think** about why he or she might feel that way.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. Your counselor assigns you a task to do and wants it done by Monday. It's Friday now and you want to go on leave this weekend. You would prefer doing the task by Tuesday instead.

2. In order to go on a recreation trip, you were supposed to sign up by Thursday. It's Friday and you didn't sign up.

In the Community

1. Job Corps students have been barred from the local convenience store because of recent shoplifters. You and a small group of students want to negotiate with the owner to use the store.

2. A friend wants to sell you his bicycle. You think it's worth less than he's asking.

On the Job

1. You've been with the company for six months and you think you deserve a raise.

2. A rush job comes along. Your boss tells you and a co-worker to work out who will do the overtime.

In a Social Situation

1. You want to go to a movie and your date wants to go bowling.

2. During the holidays you want to visit your family and your spouse wants to visit his/her family.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- What information do you need to prepare before you negotiate?
- What are some of the positive things that can happen as a result of negotiating?
- What are some of the negative outcomes?
- Can you think of some situations where you may need to negotiate with your family? A date? Your roommate? A teacher?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

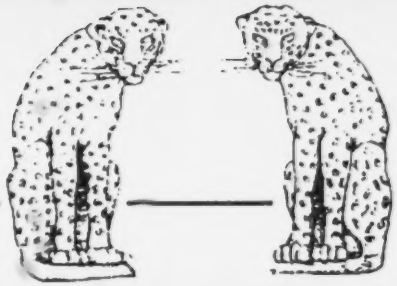
Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.



33. Negotiating

I can discuss differences of opinion and reach a compromise with others.

STEPS TO NEGOTIATING

1. **Decide** if you and the other person are having a difference of opinion.
2. **Tell** what happened to make you feel that way.
3. **Ask** what you could call the feeling.
4. **Listen** openly to his or her answer.
5. **Think** about why he or she might feel that way.

Negotiating isn't something that is just done by heads of state or large corporations. Most people negotiate everyday. Negotiating means reaching a solution through compromise.

When you negotiate, you need to state clearly what your position is. Then you need to listen carefully, and with an open mind, to what the other person says. Try to find a way that you can both get what you want. You may both have to give in a little bit to reach a solution that is fair for both of you.

If you learn to negotiate well, you will be able to resolve problems at Job Corps, on the job and in your personal life.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skill Alternatives To Aggression

NUMBER 34

Using Self-Control

"Always remember that if you are in the right you can afford to keep your temper, and if you are in the wrong you cannot afford to lose it."

— J.J. Reynolds

U.S. Department of Labor

Skill Alternatives To Aggression

These skills teach how to recognize and deal with situations that might lead to trouble. This is especially important for adolescents who are testing the rules, exploring new behaviors, and expanding their range of choices.

Objective

This lesson will be accomplished when the students think through situations before responding strongly and then use self-control.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 34. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #19 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

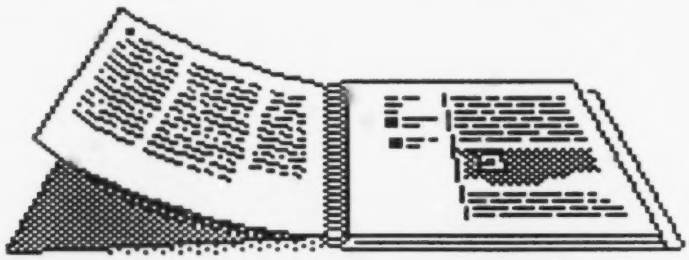
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



This booklet was prepared under U.S. Department of Labor contract #99-0-4714-35-041-01 to Model Classrooms, 4095 173rd Place, SE, Bellevue, WA 98008 1990
Reorder # 40634

Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

Sometimes something happens that makes us feel so strongly that we can over-react and loose control of our emotions. When that happens, we often act without thinking clearly. This usually leads to trouble for us. We often feel physical signs when we are about to lose control, such as feeling flushed, trembling, crying, shaking, or tightening of muscles.

When we use self-control we show that we have the power to choose how we will act and react. It means that we can think through a situation and then decide what action we want to take, rather than just responding automatically to our emotions.

There are many techniques people use to gain self-control when a situation upsets them. Counting to ten or breathing deeply can give you time to think about the problem. Sometimes getting away from a situation or doing something else for a while can help you gain self-control. Physical exercise can help you vent your frustration in a safe and healthy way, and give you time to think. Remember, using self-control shows that you have the power to choose how you will act.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #19

This video is a short scenario involving a female student and a male student who have recently become engaged and have not seen each other for several days. Instead of waiting for a more appropriate time and place, they are necking enthusiastically in a public hallway. They are interrupted by a staff member.

ALTERNATE CHOICES

1. Methods of Self-Control.

Using responses volunteered by the group, make up a list of possible methods for gaining self-control. Be sure it includes both physical actions and mental actions. Write the list on a blackboard or large pad.

2. Expanding the Concept of Self-Control.

When we talk of self-control we usually think of using it on "negative" emotions like anger or fear. Being "out-of-control" can be just as bad for us when we get out of control on "positive" emotions like love or excitement. Give each student in the group a different emotion, alternating negative and positive, and have each explain what some of the dangers of being out-of-control on that emotion are.

3. Create your own "Attention-Getting" activity.

_____

_____

_____

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Tune in** to what is going on in your body that helps you know that you are about to "lose control."
2. **Decide** what happened to make you feel that way.
3. **Decide** what you could call the feeling.
4. **Choose** the way that seems best to you and do it.

---

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

---

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. Some of the other students are horsing around in the dorm. A staff member comes in and angrily writes them up. He includes you as well and won't listen to your protests that you were not involved.

2. Your room gets a poor dorm score again because one of your roommates didn't clean his/her area.

In the Community

1. You are walking down the street when a group of kids starts taunting you and calling you names, including several things you find incredibly offensive.

2. You have been waiting in line at the grocery store. Just before your turn to be waited on, the clerk closes the line and tells you he's going to lunch.

On the Job

1. You are working on a job that involves very small and intricate parts. You keep dropping the pieces and are getting really frustrated.

2. You've been working on a special project at work. It's a beautiful day outside and you're tempted to call in sick.

In a Social Situation

1. A friend takes something from you without permission. You've been having a lousy day and this seems like just the final straw.

2. You have been on a diet and are really starting to get results. You are invited to a birthday party and the cake looks great.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- What are some ways that you might use to get in control of your emotions and actions?
- What are some situations where you use self-control in your daily life?
- When is it difficult for you to maintain self-control?
- What are some of the possible consequences of not using self-control on the job? At home? In public?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

34. Using Self-Control

I think about a situation first before over-reacting and losing control of my actions.

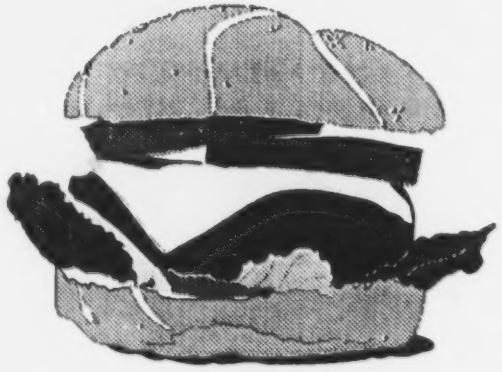
STEPS TO USING SELF-CONTROL

1. **Tune in** to what is going on in your body that helps you know that you are about to "lose control."
2. **Decide** what happened to make you feel that way.
3. **Decide** what you could call the feeling.
4. **Choose** the way that seems best to you and do it.

Sometimes things happen that make us feel so strongly that we overreact and lose control of our emotions. Usually our bodies give signals like tense muscles, shaking or crying. When this happens, we need to gain control and decide what it was that made us feel that way.

To give us time to think, we can try counting to 10, breathing deeply, exercising or taking a break from the situation.

Using self-control means that we have the power to choose how we will react to a situation. Being able to step back from the situation and thinking more clearly, helps us to choose the best way to react.



Social Skills Training

Job Corps

Facilitator's Skill Packet

Skill Alternatives To Aggression

NUMBER 35

Standing Up For Your Rights

"Integrity is the first step to true greatness."

— C. Simmons

U.S. Department of Labor

Job Corps
35
Standing Up For Your Rights
ST★R SOCIAL SKILLS TRAINING

Skill Alternatives To Aggression

These skills teach how to recognize and deal with situations that might lead to trouble. This is especially important for adolescents who are testing the rules, exploring new behaviors, and expanding their range of choices.

Objective

This lesson will be accomplished when the students assert their rights by letting others know where they stand on issues, in a respectful way.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 35. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #10 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

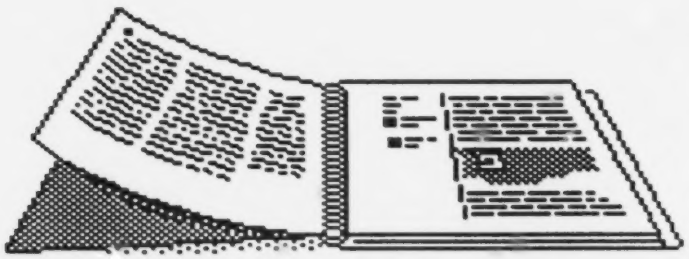
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



This booklet was prepared under U.S. Department of Labor contract #99-0-4714-35-041-01 to Model Classrooms, 4095 173rd Place, SE, Bellevue, WA 98008 1990
Reorder # 40635

Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

Have you ever waited in line and had someone cut in front of you? This can happen if someone is just being rude, or it can happen accidentally. The person may not have realized you were waiting in line. Have you ever been treated unfairly or punished for something that you didn't do? Did you accept it or did you blow up or did you explain what happened? Think about how it made you feel. You may have become angry or gotten a stomachache or a headache just thinking about the situation. Sometimes people choose to let a situation pass without doing anything. And sometimes that's okay.

But other times we may feel really dissatisfied because someone is denying us our rights. When we feel that way, it is important to stand up for our rights.

There are lots of ways to do this. Some people choose to be very aggressive or hostile, demanding their rights.

A better way is to think first about ways that you could stand up for yourself. Then pick a direct and reasonable way and try it.

If we remain calm, in control and reasonable, others are more likely to take us seriously and respect our rights.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #10

In this video a student and her roommate discuss an appropriate way for her to stand up for her rights after she has been accosted by a group of students who threaten her.

ALTERNATE CHOICES

1. What Are Your Rights?

Lead a brief discussion on "What are our basic rights as people?" Have the group members volunteer answers and write these on a blackboard or paper pad. Materials needed: blackboard or large paper pad, chalk or markers.

2. Rights In History.

Ask students to name people in history who stood up for their rights. (Martin Luther King, Nelson Mandela, Americans during Revolutionary War, etc.)

3. Create your own "Attention-Getting" activity.

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Pay attention** to what is going on in your body that helps you know that you are dissatisfied and would like to stand up for yourself.
2. **Decide** what happened to make you feel dissatisfied.
3. **Think** about ways in which you might stand up for yourself and choose one that you can do in a direct and reasonable way.
4. **Stand up** for yourself.

---

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

---

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You were unfairly disciplined by a staff member for something you did not do.

2. You have two friends who always cut in front of you in line at the cafeteria.

In the Community

1. At your apartment, you have an assigned parking space. A neighbor keeps parking his car in your space.

2. You keep receiving telephone calls from a company trying to sell you something. The calls frequently interrupt your dinner. The salesperson keeps talking when you try to end the conversation.

On the Job

1. A co-worker just got promoted into a job for which you feel you are qualified. The job was not advertised so you didn't get a chance to apply.

2. You are working for a company that is having some financial problems and asks all of its employees to cut back on benefits until the problems are over. Later you discover the company's finances are back in order, but the benefits haven't been returned.

In a Social Situation

1. You have a friend who always wants to borrow your clothes. She never washes them before she returns them. Now she asks to borrow your best sweater.

2. You are waiting in line for a movie that has limited seating. People are cutting into the line in front of you.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- When you stand up for your rights, how does it make you feel about yourself?
- Can you name some situations where it might be a good idea ***not*** to stand up for your rights?
- If you accidentally denied someone their rights, and they told you about it, how might you react?
- Can you name some good ***reasonable*** ways to stand up for yourself?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

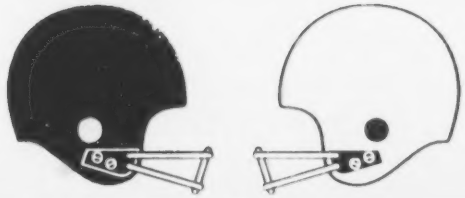
Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.



35. Standing Up For Your Rights

I let others know where I stand on issues, in a respectful way.

Everyone has rights. When someone denies us our rights, either accidentally or on purpose, it can be upsetting. You may experience some physical reactions like a headache or stomachache. Or, you may get frustrated or angry.

How you decide to handle it is important. Don't react immediately by becoming angry or hostile. It could make others feel that you don't deserve your rights.

Think about the different ways you could stand up for yourself. **If you remain calm, direct and reasonable, others are more likely to respect your rights.**

STEPS TO STANDING UP FOR YOUR RIGHTS

1. **Pay attention** to what is going on in your body that helps you know that you are dissatisfied and would like to stand up for yourself.
2. **Decide** what happened to make you feel dissatisfied.
3. **Think** about ways you might stand up for yourself and choose one that you can do in a direct and reasonable way.
4. **Stand up** for yourself.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skill Alternatives To Aggression

NUMBER 36

Responding to Teasing

"I didn't pay attention to the things people said about me. I didn't want to know what they were saying, because I figured I was the only one who knew the truth."

— Moses Malone, NBA Center

U.S. Department of Labor

Job Corps
36
Responding to Teasing
STAR SOCIAL SKILLS TRAINING

Skill Alternatives To Aggression

These skills teach how to recognize and deal with situations that might lead to trouble. This is especially important for adolescents who are testing the rules, exploring new behaviors, and expanding their range of choices.

Objective

This lesson will be accomplished when the students deal with being teased in ways that allow them to remain in control of themselves.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 36. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #8 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

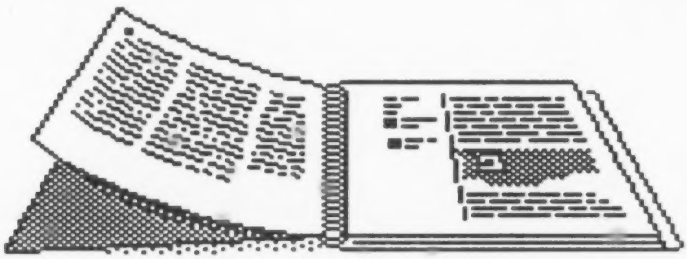
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



This booklet was prepared under U.S. Department of Labor contract #99-0-4714-35-041-01 to Model Classrooms, 4095 173rd Place, SE, Bellevue, WA 98008 1990
Reorder # 40636

Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

Everyone has to endure teasing at one time or another. In fact, sometimes our friends or buddies tease us in fun.

At other times, though, people tease others when they are uncomfortable and want to focus attention on someone else. Often, people who tease want to put others down so that they can feel superior or important. Usually people who tease are insecure about themselves. They may be trying to focus negative attention on you rather than on themselves.

There are many ways to respond to teasing. If you choose to get angry and react negatively, you are just buying into what the other person wanted. Don't let someone else's feelings of insecurity become your problem.

You could just ignore the teasing. The teaser will be disappointed. Sometimes, making a joke out of the teasing can work too. Don't take teasing too seriously. Remember, how you feel about yourself is what is most important.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #8

This video is a scenario which takes place at a Center basketball game when a somewhat short and chubby student is sent into the game when several of his teammates foul out.

ALTERNATE CHOICES

1. "Just Teasing."

Have students volunteer times when they were teased and what they did about it. Take three or four examples and have the class vote on the best response to teasing. Have that person receive a standing round of applause from the group.

2. Feelings.

Ask the students to name things about which they have heard other students teasing people. Ask how they would feel if they were the target of the teasing.

3. Create your own "Attention-Getting" activity.

_____

_____

_____

_____

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** if you are being teased.
2. **Think** about ways to deal with the teasing.
3. **Choose** what seems to you to be the best way and do it.

---

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

---

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You do really well on a vocational project and your instructor praises you. You get a lot of teasing for it from others on your crew.

2. You decide to run for student government. You've never done anything like this before. Other people start mocking you and teasing you for trying it.

In the Community

1. You and a friend are walking down the street. Some guys start hassling you about the clothes you're wearing.

2. You drove your friends to a movie and tried to parallel park your car. When you all got out, everyone began to tease you because you parked on the curb.

On the Job

1. You volunteer to help on a project that will help you advance in the company. Your co-workers start teasing you about being a brown-noser and being "too good" for them.

2. You tried to tell your co-workers a joke and you messed up the punch line. Everyone starts teasing you.

In a Social Situation

1. You have just tried experimenting with a new haircut. It didn't come out quite the way you'd hoped and you are getting a lot of teasing about it.

2. You decide to date someone who is very different from your regular group of friends. Your friends start teasing you about this and the teasing seems angry or mean-spirited.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- When might it be okay to tease someone else?
- Teasing can be hurtful. Can you describe a situation in which teasing hurt you or a friend?
- What are some signs that teasing is hurting someone?
- What are some ways you can respond to teasing without getting upset? How do you think the teaser feels when you don't show that you're upset?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

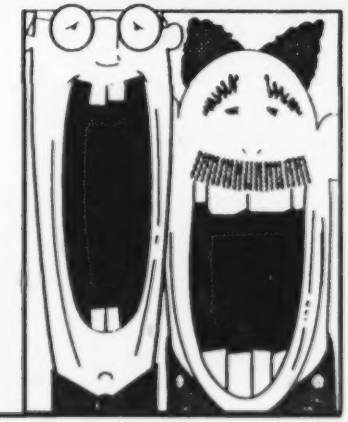
Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.



36. Responding To Teasing

I deal with teasing without losing control of myself.

STEPS TO RESPONDING TO TEASING

1. **Decide** if you are being teased.
2. **Think** about ways to deal with the teasing.
3. **Choose** what seems to you to be the best way and do it.

Everyone has to put up with teasing at one time or another. Sometimes we tease our friends in fun.

Often, when people tease others it is because they are uncomfortable or insecure and they want to focus negative attention on you rather than on themselves.

There are many ways you can respond to teasing. You could ignore it or make a joke about it.

Be sure you stay in control of your feelings and emotions and remember that your feelings about yourself are what are important.

Don't reward a teaser by getting upset!

73

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skill Alternatives To Aggression

NUMBER 37

Avoiding Trouble with Others

"The better part of valour is discretion."

— Shakespeare

U.S. Department of Labor

Job Corps
37
Avoiding Trouble with Others
STAR SOCIAL SKILLS TRAINING

Skill Alternatives To Aggression

These skills teach how to recognize and deal with situations that might lead to trouble. This is especially important for adolescents who are testing the rules, exploring new behaviors, and expanding their range of choices.

Objective

This lesson will be accomplished when the students stay out of situations that could get them into trouble.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 37. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #18 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

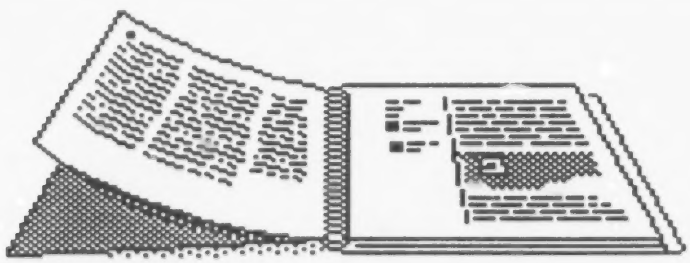
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



This booklet was prepared under U.S. Department of Labor contract #99-0-4714-35-041-01 to Model Classrooms, 4095 173rd Place, SE, Bellevue, WA 98008 1990
Reorder # 40637

Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

Have you ever heard someone say "trouble is my middle name?" Some people seem to be in trouble all the time. Trouble is something that usually results in negative consequences for us.

Often we recognize in advance when a situation could lead to trouble for us. We can tell because we know that there are risks or we have had a similar experience before.

What is important, though, is to learn that you can often avoid situations that would probably result in trouble for you. That involves making a choice. You can choose ***not*** to participate in a fight or disagreement. You can withdraw from a potentially troublesome situation. You always have a choice.

Choosing ***not*** to fight, or argue, or do something dangerous doesn't mean that you are a coward or a chicken. It simply means that you have decided what is best for you and have chosen to do that. Remember, when you take responsibility for your own actions, you can choose to avoid trouble with others. Do what is best for you!

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #18

In this video a female student basketball player blames her teammate for losing the game. She is confronted by her coach and they discuss what motivated her behavior and how it made other people feel.

ALTERNATE CHOICES

1. Avoiding Trouble.

Ask students to name types of "trouble," for example, fights, arrests, test failure, etc. List these on a chalk board or flip chart. Then ask the students to suggest ways to avoid these situations.

2. Trouble in Job Corps.

Have students name types of trouble they or others have experienced at Job Corps. Have the group suggest ways to avoid it in the future.

3. Create your own "Attention-Getting" activity.

_____

_____

_____

_____

_____

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** what is going on in your body that helps you know what you are feeling.
2. **Decide what happened** to make you feel that way.
3. **Tell what** you could call the feeling.
4. **Suggest other things** you might do, if you think it's appropriate to make suggestions.
5. **Do** what you think is best for you.

---

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

---

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You are with a group of friends who want to cut class. You are almost finished with the Job Corps program and have had enough write-ups that one more might get you kicked out of the program. You don't want that to happen.

2. You overhear two people saying something negative about you.

In the Community

1. You need to stop at the store and are in a real hurry. The only parking place nearby is marked for handicapped people.

2. You're on a softball team and at a game. The opposing team is making rude comments about your team.

On the Job

1. At work a co-worker asks you to punch his time card when you leave so he can leave early. You know that you could get fired if the supervisor finds out.

2. At work the group you're having lunch with starts loudly telling jokes that make fun of a certain ethnic group.

In a Social Situation

1. You are at a picnic and you see two people start shoving each other. A crowd starts to form and it looks like things are getting out of hand.

2. You're shopping with some friends and you realize that one of them is shoplifting. He wants you to take something, too.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- How might you avoid trouble if someone is trying to bully you or a friend?
- What are some of the things you should think about when you decide if a situation could lead you into trouble?
- What are some situations that you face that could cause you trouble? What could you do to avoid it?
- When you make a conscious choice to avoid a troublesome situation, how do you feel about yourself?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

37. Avoiding Trouble With Others

I stay out of situations that could get me into trouble.

STEPS TO AVOIDING TROUBLE WITH OTHERS

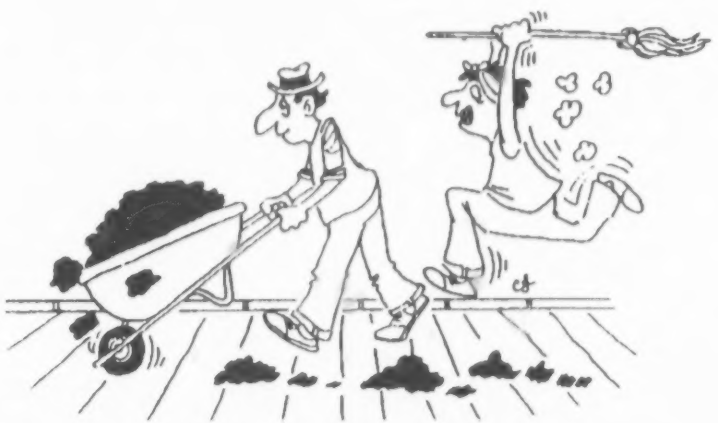
1. **Decide** if you are in a situation that might get you into trouble.
2. **Decide** if you want to get out of the situation.
3. **Tell** other people what you decided and why.
4. **Suggest** other things you might do.
5. **Do** what you think is best for you.

Some people seem to be in trouble all of the time. It is important to recognize and understand that trouble often results from choices that are made.

You can choose ***not*** to do something that could be risky, even though others are doing it.

You can choose ***not*** to participate in a fight or argument. You can withdraw when you see trouble coming.

Avoiding trouble with others doesn't mean you are a coward or a chicken. Sometimes the bravest thing you can do is to walk away from a bad situation. Remember that you are the one who has to live with the consequences of what you do. Choose what's best for you.



Social Skills Training

Job Corps

Facilitator's Skill Packet

Skill Alternatives To Aggression

NUMBER 38

Keeping Out of Fights

"People who fly into a rage always make a bad landing."

— Will Rogers

U.S. Department of Labor

Job Corps
38
Keeping Out of Fights
ST★R SOCIAL SKILLS TRAINING

Skill Alternatives To Aggression

These skills teach how to recognize and deal with situations that might lead to trouble. This is especially important for adolescents who are testing the rules, exploring new behaviors, and expanding their range of choices.

Objective

This lesson will be accomplished when the students figure out ways other than fighting to handle difficult situations.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 38. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #6 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

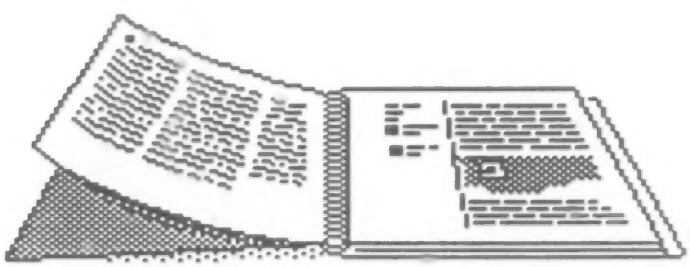
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



This booklet was prepared under U.S. Department of Labor Contract #99-0-4714-35-041-01 to Model Classrooms, 4095 173rd Place, SE, Bellevue, WA 98008 1990
Reorder # 40638

Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

It's as easy to learn to keep out of fights as it is to get into fights. It just takes practice. People get into fights for lots of reasons. Sometimes they react to someone else's anger or they think someone has wronged them. No matter what the reason, fighting never accomplishes anything positive.

Whether at work, in the community, or a social situation, fighting rarely proves anything. We respect others who manage to stay in control and resolve a disagreement without fighting.

To avoid fights, you have to practice all the social skils you've learned and not respond to the other person's anger or taunts. When you do this, you can feel good about yourself. Keeping out of fights is the adult part of you shining through.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #6

In this "rap" video three students who have been accused of having and using drugs on Center by their roommate (who is covering his own guilt) discuss the best way to deal with the situation.

ALTERNATE CHOICES

1. "Hot Buttons."

Separate the students into 3 or 4 small groups. Ask each group to come up with a list of people's "hot buttons" — the things that often set others off. Share each of the lists with the entire group.

2. Mock Fight.

Before the group begins, prepare two students to enter the room and start a verbal fight in front of the group. Stand back and watch the interaction. After an appropriate time, end the activity and ask everyone how they felt.

3. Create your own "Attention-Getting" activity.

_____

_____

_____

_____

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Stop and think** about why you want to fight.
2. **Decide** what you want to happen in the long run.
3. **Think** about other ways to handle the situation besides fighting.
4. **Decide** on the way that seems best to you for handling the situation and do it.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. A dorm-mate comes into the dorm obviously very angry and starts pushing you and calling you names.

2. You are missing a T-shirt. You see someone else wearing it and your immediate thought is to go up and confront him or her, demanding the shirt back.

In the Community

1. You are walking past a tavern. A man comes out who is obviously drunk and starts taunting you and trying to provoke a fight.

2. You are on a baseball team. As one of your players is rounding a base the opposing team's player stretches out a leg and trips him or her. The two of them start to fight and all the players from both teams start toward the fight.

On the Job

1. A co-worker comes up to you and angrily accuses you of spreading lies about her. It seems like she's ready to hit you.

2. You and a friend are teasing a co-worker on break. The teasing gets out of hand and the other person gets very angry.

In a Social Situation

1. At a dance, you mistakenly bump into someone who is drunk. He threatens you.

2. At a football game, a guy who is rooting for the other team makes derogatory remarks about your team.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- How do you feel when you refuse to be provoked into a fight and walk away?
- What are your "hot buttons" — the things others can say or do to get you angry?
- What would happen if you got into a fight at work? At a party?
- How do you react when others get into a fight? How does it make you feel?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

38. Keeping Out Of Fights

I figure out ways other than fighting to handle difficult situations.

STEPS TO KEEPING OUT OF FIGHTS

1. **Stop and think** about why you want to fight.
2. **Decide** what you want to happen in the long run.
3. **Think** about other ways to handle the situation besides fighting.
4. **Decide** on the way that seems best to you for handling the situation and do it.

Fights usually start when we react to someone else's anger or lose self-control. Learning to keep out of fights is an important skill whether on the job or in a social situation. Fighting never proves or solves anything.

Keeping out of fights is the mature adult way to handle disagreements. You show others that you just don't react, but that you stop and think things through. Keeping out of fights shows respect for yourself and others.